We’re watching out for you

Working in the Information Services and Clearinghouse (IS&C) branch of the NCVER you need to have an awareness of other organisations from around the world that have similar roles to NCVER. To this extent there are numerous web sites the team at IS&C monitor on a regular basis to ensure that any pertinent research or information is ‘captured’ for inclusion into the Vocational Education and Training Research Database (VOCED). These are just a few of those we monitor. The majority are included in the Links section of the NCVER web site (currently undergoing redevelopment). Please don’t hesitate to contact us for any enquiries in regard to relevant VET and related web sites.

National Research and Dissemination Centers for Career and Technical Education
http://www.ncccte.com

Established in January 2000, the national centres are a consortium comprising the University of Minnesota, the Ohio State University, the University of Illinois, Oregon State University and the Pennsylvania State University. The consortium partners have made a commitment to provide innovative approaches to improving the practice of career and technical education at the local, state and national levels leading to improved student achievement. The centres are funded by the Office of Vocational and Adult Education, US Department of Education. Their web site gives information about the consortium, electronic access to their suite of publications and links to their predecessor, the NCRVE’s publications, profiles of their projects/activities and some of the services on offer by the centres.

Search VOCED using: National Center for Research in Vocational Education; NCRVE; and during the course of this year: National Centers for Career and Technical Education; NCCCTE
National Institute of Adult Continuing Education (NIACE)
http://www.niace.org.uk

NIACE's formal aim is “to promote the study and general advancement of adult continuing education” in England and Wales—its work has no focus on Scotland or Northern Ireland, where there are distinctive education systems and structures for adult learning. NIACE carries out its role through advocacy to national and local government, funding bodies, industry and providers of education and training; collaboration with providers across all sectors of post-compulsory education and training; ensuring there is informed debate by way of research, Enquirer, publications, seminars and conference; and effective networking. The NIACE Website provides information about NIACE, the latest news in the field of adult continuing education, research and projects undertaken by NIACE, new publications released, conferences, campaigns and promotions and what their information service can do for the user.

Search VOCED using: NIACE; National Institute of Adult Continuing Education

The Learning and Skills Development Agency
http://www.feda.ac.uk/home.html

Previously known as the Further Education Development Agency (FEDA), the new Learning and Skills Development Agency has had a change of focus. The agency has become a strategic national resource for the development of policy and practice in post-16 education and training. It intends to develop its research capacity, with partners, to inform the development of policy and practice and to support work based training whilst maintaining a focus on colleges and developing professional practice for managers, teachers and lecturers. The new agency also intends to build links with organisations that specialise in adult and community learning whilst developing support for schools post-16. Their comprehensive website provides information about their programmes such as key skills, learning technologies, GNVQ etc; their research and development projects and research services; latest news; publications that cover all activities in the post-16 educational sector; and a list of key contacts within the agency.

Search VOCED using: FEDA; Further Education Development Agency; and during the course of this year: Learning and Skills Development Agency
Marc J Rosenberg (2001) e-Learning: strategies for delivering knowledge in the digital age
McGraw Hill, New York
Reviewer: Nancy Stengel

Have you been disillusioned by the promise of computer-based learning? Have you been frustrated in your own attempts to learn online by packages that promise a lot and deliver too little? Are you unsure of what e-learning can really offer today's organisation?

Marc Rosenberg, in his new book e-Learning: Strategies for delivering knowledge in the digital age, while being a strong advocate for e-learning, seems also to recognise many of these same frustrations. His often humorous style strikes a balance between enthusiasm and realism and one has the sense of talking with a friendly mentor who has a knack of saying what we meant to say but somehow could not put into words. His practical strategies convey the impression that he is speaking from wide experience of many situations, both successful and unsuccessful and that we are now privy to the knowledge he has gained—a not unrealistic impression, as Marc Rosenberg has had over two decades of experience in e-business consulting and has been a former president of the International Society for Performance Improvement.

He issues an early warning against unreal expectations in his preface where he states:

> technology—any technology—is a tool not a strategy. Being proficient in the use of a word processor does not guarantee that you will write the next bestseller.

Likewise the Internet cannot, in and of itself, improve the quality of the learning you put on it. (pxviii)

From this point Rosenberg embarks on the expansion of his theme, which is the fundamental importance of e-learning to organisational or company success. By this he does not mean merely training modules delivered on a company intranet, but a commitment to the management of information, corporate knowledge, training and support as part of a whole-of-organisation strategic direction to deliver the tools and information to individual desktops and which will support improved performance.

He contends that a sound and well-planned knowledge management strategy will overcome the problems of employee turn-over, lost corporate history and information overload which plague us all. It is the need to plan for...